Effective Teaching Strategies to Maximize Instructional Time

Presented by:

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CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

SERC
EQUITY. EXCELLENCE. EDUCATION.
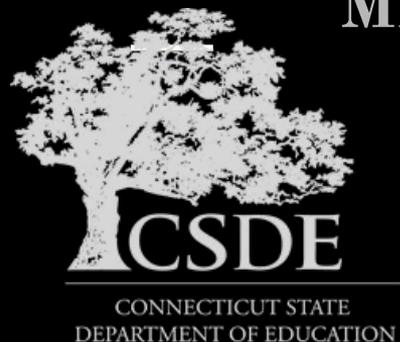
Southington Demographics

1 District Preschool Program

8 Elementary Schools (K-5, with full day K)

2 Middle Schools (6-8)

1 High School (9-12)
- Approximately 2000 Students
- Approximately 185 Faculty
- Comprehensive Program of Studies
- National AP Honor Roll
- 8 period schedule
- Freshmen Academy
- Champion Athletic and Music Programs
- ALTA Program
- Completed NEASC, March 2015

Southington High School (as of 2015)

Cohort Graduation Rate	95%
Pursuing Higher Education	89%
Pursuing Career/Military	2%
Avg. Composite Score on SAT	1580
Free/Reduced Lunch	11%
Students with Disabilities	12.5%
English Learners	.4%

American Indian
Asian
Black
Hispanic
Pacific Islander
White
Two or More Races
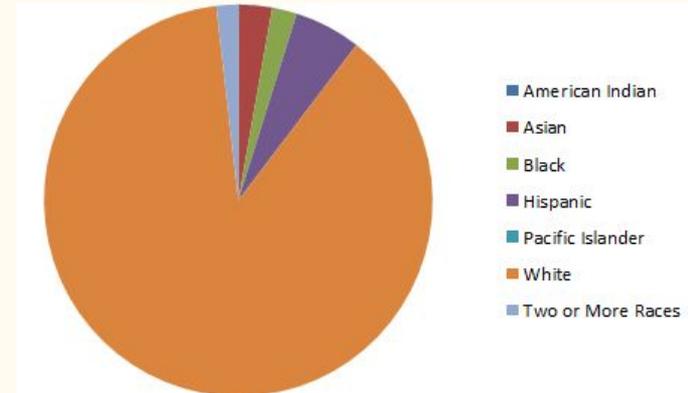
Two Minute Drill: Draw a Pig!

- As teachers, we must conduct assessments in order to assess our audience.
- Please take two minutes to draw a pig.
- We will be evaluating your work.

Time is Up! Hand in Your Pigs!

So…What are you wondering?

- What are the criteria for success?
- How is this valuable for today's learning?
- How will results be used?
- Will we ever refer to this assessment again?

How often do our students feel this way about assessment?

How can we make their experience with assessment more meaningful?

How does the following change your mindset?

- We will explain the assessment and your score, then help you set a goal to improve that score in the future.

- We will give you opportunities to relearn and retest.

- We will explain how you did on this assessment and give you meaningful, actionable feedback that will help you make measurable gains.

- We will use the results of your assessment to find ways to better meet your needs as learners.

Pig Analysis

If the pig is drawn:

Toward the top of the paper – You have a tendency to be positive and optimistic.

Toward the middle – You have a tendency to be a realist.

Toward the bottom – You have a tendency to be pessimistic and may be prone to behaving negatively.

Facing left – You have a tendency to believe in tradition and be friendly; you may also be prone to remembering dates well.

Facing Right – You have a tendency to be innovative and active, but may be prone to forgetting dates easily and may not have a strong sense of family.

Facing front – You have a tendency to be direct, and may enjoy playing the role of devil's advocate; you also are prone to neither fearing nor avoiding confrontational discussions.

With many details – You have a tendency to be analytical, but may also be prone to being cautious to the point that you struggle with trust.

With few details – You have a tendency to be emotional and to focus on the larger picture rather than focusing on details. You also have a tendency to be a great risk taker and may sometimes be prone to reckless and impulsive decisions.

With less than 4 legs showing – May indicate that you are living through a major period of change and as a result you may be prone to struggling with insecurities.

With 4 legs showing – You have a tendency to be secure and to stick to your ideals; however, others may describe you as stubborn.

With large ears – Indicates how good of a listener you are.

With a long tail – Indicates how intelligent you are (the longer, the better).

Analyze Yourself!

With your neighbor, talk about a goal you could work on for the next month based on information gained from your assessment. What actions can you take in order to make progress toward achieving that goal? What support would you need to achieve that goal?

VISIBLE LEARNING
A SYNTHESIS OF OVER 800 META-ANALYSES
RELATING TO ACHIEVEMENT

"Reveals teaching's Holy Grail"
The Times Educational Supplement

JOHN HATTIE

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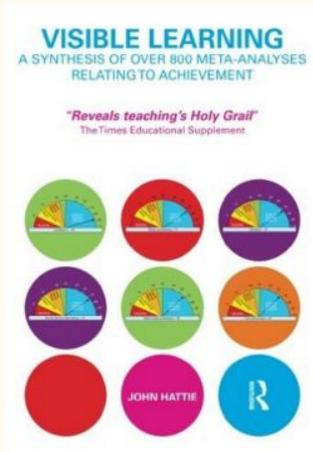
Purpose of today's session:

Share research-based, high-yield, Tier 1 strategies that are easy to replicate and use in the classroom.

(We've evidenced effectiveness, but aren't the only strategies we use.)

Strategy #1: Goal-setting

Strategy #2: Mastery-based learning

Strategy #3: Providing students with meaningful feedback

Strategy #4: Utilizing formative assessment

0.56

High Yield Strategy #1: Goal-Setting

<u>Definition</u>: Students use their assessment data to set a SMART goal for themselves. It is essential that students monitor and reset goals in a timely manner. In his book, *Visible Learning*, (2007), John Hattie identifies this strategy as one that has a .56 effect size.

"The performances of students with challenging goals are over 250% higher than those with easier goals."

—

Wood & Lock, 1997

Instead of encouraging students to "do their best," encourage…

GOAL-DIRECTED PERSISTENCE.

"Goal-directed persistence is the capacity or drive to follow through to the completion of a goal and not to be put off by other demands or competing interests."

Dawson and Guare, 2010

For students developing goal-directed persistence, use the acronym "PERSIST" to help teach.

**Instead of exclusively accommodating, we need to explicitly TEACH Executive Functioning Skills.

Purpose of goal

Establish steps to goal

Reward student as steps are accomplished

Schedule time to work on steps to goal

Increase effort when a step is challenging

Seek assistance

Ta Da! Goal achieved!

Laurie Moore Skillings, SCAC, ADHD Teen Coach

Samples of Student Goal-Setting:

Name of Assessment	September Score	January Score	April Score
Gates-MacGinitie: Vocabulary	PHS		
Gates-MacGinitie: Comprehension	10.1		
Gates-MacGinitie: Total	PHS		
SRI Score	1080		
CORE Maze Comprehension	10		
San Diego Quick Assessment of Reading Ability	9		
Running Record: Rate/Accuracy	118cwpm/97%		
REWARDS Multisyllabic Word Assessment	117/37		
Words Their Way Spelling Assessment	Middle Syll. and Affixes		

Where have you made the most progress? Where do you want to focus your w
even after this class is over? What are you most proud of?

January Check-in :

_____

_____

_____

April Check-in:

_____

_____

_____

Based on the results of my assessment(s), my areas of strength are:

SRI score   reading, and reading, wad parts

My areas of weakness are:

Spelling, vocabulary, independent reading

My goal for this month is to:

In one month I want to approve my reading ability score from 4 to a 5.

Date 11/5

Note progress made. Was goal achieved? Use evidence from work samples.

4 → 5 on San Diego Quick Assessmen

Based on the results of my assessment(s), my areas of strength are:

The running record Rate/Accuracy, as well as Comprehension.

My areas of weakness are:

Vocabulary, Spelling, and reading words in isolation.

My goal for this month is to:

In one months time I want to improve my reading words in isolation from 6th grade to 7th grade on San Diego Quick.

Based on the results of my assessment(s), my areas of strength are:

My Strengths are Comprehension and Running record rate/Accuracy

My areas of weakness are:

independent reading out loud and spells (words their way)

My goal for this month is to:

work on spelling and independent reading ability so in one months time I want to improve my accuracy by next month, go from 93% → 95% on the running re

ate_____

te progress made. Was goal achieved? Use evidence from work samples.

Name_____   Date_____

Goal Setting

Based on the results of my assessment(s), my areas of strength are:

_____

_____

My areas of weakness are:

_____

_____

My goal for this month is to:

_____

_____

Date_____

Note progress made. Was goal achieved? Use evidence from work samples.

_____

_____

Example of One Way SHS Facilitates School-wide Goal-Setting and Progress-Monitoring

fa.southingtonschools.org

Student	9/15 SS	10/15 Sci.	11/15 Eng.	12/15 Sci.	1/16 Eng.	2/16 SS	3/16 Sci.	4/16 Eng.
190165								
Q1--Explicit comprehension CCSS 9-10.1 MC	0/1	0/1						
Q2--Implicit comprehension CCSS 9-10.1 MC	0/1	0/1						
Q3--Analyzing argument CCSS 9-10.8 MC	0/1	0/1						
Q4--Analyzing argument CCSS 9-10.8 OE	1/4	3/4						
190384								
Q1--Explicit comprehension CCSS 9-10.1 MC	0/1	0/1						
Q2--Implicit comprehension CCSS 9-10.1 MC	1/1	1/1						
Q3--Analyzing argument CCSS 9-10.8 MC	0/1	0/1						
Q4--Analyzing argument CCSS 9-10.8 OE	1/4	1/4						
190002								

	Engl.	SS	SS
190165			
Thesis	13/20		
Organization	10/30		
Evidence	6/20		
Elaboration	6/20		
Vocabulary	6/10		
190384			
Thesis	13/20		
Organization	18/30		
Evidence	14/20		
Elaboration	12/20		
Vocabulary	6/10		
190002			

Turn and Talk:

Where do you already employ high yield strategy #1 in your classroom? Is there a way to further refine and improve upon this Tier 1 strategy?

0.58

High Yield Strategy #2: Mastery-based learning

Definition: Students are given multiple opportunities to demonstrate mastery. It is essential that students are assessed in a positive manner in which teachers look at what students CAN do, rather than what they CAN NOT do. Hattie identifies this strategy as one that has a .58 effect size.

In mastery-based learning, learning is the constant and time is the variable...

Rubric Samples Written in Mastery-Based Style:

Indicator	4-critique	3-analyze	2-explain	1-understand
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. **(RI9-10.8)**	I can correctly analyze and evaluate an author's ability to make an argument. I can critique reasoning and evidence, as well as explain fallacies that may be present in the argument.	I can correctly analyze and evaluate an author's argument. I can explain the reasoning I used to determine my judgment.	I can correctly explain the main components of an author's argument.	I can correctly identify the main components of an author's argument.

CLAIM **An opening statement/topic sentence that clearly addresses the prompt.**	I can construct a well-worded claim/topic sentence that contains all required elements, is **on topic**, and reflects analysis.	I can construct a clear claim/topic sentence that contains all required elements and introduces the main idea of the paragraph.	I can construct a sentence that clearly addresses the prompt.	I can construct a sentence that is related to the prompt.
ADD TO CLAIM **A sentence that further expands the meaning or importance of the claim.**	I can construct a clear, thoughtful sentence that expands and *develops the reasoning of my claim* further.	I can construct a clear sentence that fully *expands upon the reasoning of my claim*.	I can construct a sentence that *provides additional information about my claim*.	I can construct a sentence that is *related to my claim*.
SUPPORT – EVIDENCE **Cite strong, relevant textual evidence that supports my claim.** **(RL/RI 9.1)**	I can utilize *strong, relevant, and effective evidence* that will lead to *analysis and reasoning* to support my claims.	I can utilize *relevant text evidence* to support my claim.	I can include *text evidence related to the claim.*	I can include *evidence from the text.*
SUPPORT – ELABORATION **A sentence paired with EACH piece of evidence that clearly connects it to the claim.**	I can craft *well-developed elaboration* that *effectively connects* the evidence to my claim and provides *a chain of reasoning linking one idea to the next*.	I can write *clear elaboration* that *connects* my text evidence to my claim and *demonstrates reasoning*.	I can *elaborate* on my evidence by *explaining the evidence's connection to the text.*	I can restate or rephrase *my evidence.*

Work Samples Demonstrating Multiple Attempts Resulting in Mastery:

−15   +5

What is the artist's tone in this song? Provide evidence to support your response.

He wishes things could change "Have all we're learned been wrong" is saying things should be then way they are and society and economy should not be this way.

He feels destrate of how thes life of people are come changes But what is his tone for the worst. in the What

straight

*To calculate accuracy, subtract the amount of errors made BEFORE the stars (**) from 100. That will be your accuracy percentage. For example, if Mrs. Paul made 3 errors prior to the **, her accuracy would be 97%. If she made 8 errors prior to **, her accuracy would be 92%.

*To calculate your CWPM (Correct Words Per Minute), first determine how many words you read in one minute's time. Use the numbers in the right margin to help you calculate this number easily. Then, subtract your errors from the total amount of words read correctly. That will give you your rate of reading, your correct words per minute, or CWPM.

*Comprehension is essential!!! We are NOT speedreaders! Make sure you can answer the comprehension question and answer it well. If you cannot, slow down your rate and read for meaning.

*Make sure you are reading with appropriate prosody, or expression. That will enhance your comprehension, too!

Pick one idea- like greed, madness, power. Then, support -20

(student handwriting, largely illegible)

What is the artist's tone in this song? Provide evidence to support your response.

→ So what is his tone, or his attitude, toward this topic?

(student handwriting, largely illegible)

Explain

Caroline, you did not use the feedback. Please revise + hand back first thing on Mon

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Comprehension Check: What is one of the problems facing our society? Be specific! Cite evidence.

One that the problems facing this society is that we & kill the earth and changing things about the world we dont like "I The rain killing the trees, we got to cut them down quick" This piece of evidence explains that they are ruining the world and they need to be quick about change.

→ YES

What is the artist's tone in this song? Provide evidence to support your response.

The authors tone is (mad and frustrated.) For example in the song he is snts screaming and shouting! they so mad because they are destroying the world [and they cant] have enough time to make changes.

→ Yes

Yes! You answered the question. You provided really good evidence. Now just explain your evidence. -10

*To calculate accuracy, subtract the amount of errors made BEFORE the stars (**) from 100. That will be your accuracy percentage. For example, if Mrs. Paul made 3 errors prior to the **, her accuracy would be 97%. If she made 8 errors prior to **, her accuracy would be 92%.

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*Make sure you are reading with appropriate prosody, or expression. That will enhance your comprehension, too!

Comprehension Check: Drake states that he works hard for himself, not for someone else. How does that affect the way he lives his life? Provide evidence.

Because he has nothing to prove to anyone. So that he can live the way he wants to live. In the part where he says "If I was done proving this stuff for I'd have nothing left to prove." This **Prove it** means that if he was doing it for some one else he wouldn't need to go on since he did so good! **YES!**

Is Drake successful? How do you know? Provide evidence from the text to support your response. Drake is very successful because he is very rich and popular. When he says "House so big I haven't seen my boys in 2 days. Female dog, I use a walkie-talkie **Prove it** just to get a beverage." This explains that he is so rich and he has such a big house, he hasn't seen his friends in 2 days because of how big the house is.

*To calculate accuracy, subtract the amount of errors made BEFORE the stars (**) from 100. That will be your accuracy percentage. For example, if Mrs. Paul made 3 errors prior to the **, her accuracy would be 97%. If she made 8 errors prior to **, her accuracy would be 92%.

To calculate your CWPM (Correct Words Per Minute), first determine how many words you read in a minute's time. Use the numbers in the right margin to help you calculate this number easily. Then, subtract your errors from the total amount of words read correctly. That will give you your rate of reading, your correct words per minute, or CWPM.

Comprehension is essential!!! We are NOT speedreaders! Make sure you can answer the comprehension question and answer it well. If you cannot, slow down your rate and read for meaning.

Make sure you are reading with appropriate prosody, or expression. That will enhance your comprehension, too!

Cold CWPM 139   Cold Accuracy 92% How many words per minute did   WOW!
Hot CWPM 209   Hot Accuracy _____ you improve? (20)   3

Comprehension Check: Drake states that he works hard for himself, not for someone else. How does that affect the way he lives his life? Provide evidence.

He has his own consequences and choices about what he does.

He didn't stay at the Intercontinen~~tal~~ Yes! and his boys didn't get the memo. Now provide evidence too. −15.

What ~~do these pieces of evidence~~ tell us about Drake? Explain!

Is Drake successful? How do you know? Provide evidence from the text to support your response. Yes because he helps people through tough times and he has a good rich life.

Yes! Now prove it!

He is because he had his whole country on a new wave, and he is trying to stay alive and take care of his people.   +5   Yes!

*To calculate accuracy, subtract the amount of errors made BEFORE the stars (**) from 100. That will be your accuracy percentage. For example, if Mrs. Paul made 3 errors prior to the **, her accuracy would be 97%. If she made 8 errors prior to **, her accuracy would be 92%.

*To calculate your CWPM (Correct Words Per Minute), first determine how many words you read in one

Turn and Talk:

What component(s) of Mastery Based Learning do you already include in your teaching toolbox? Is there another component that would be appropriate to add?

0.73

High Yield Strategy #3: Actionable feedback provided to students

Definition: Students are given actionable, meaningful feedback through conferencing or other, similar means. This provides quick, 1-1 coaching opportunities. Hattie identifies this strategy as one that .73 effect size.

For the first round of student presentations, observers were asked to focus on one category of public speaking and give specific feedback to their classmates.

After every student had given a presentation, students worked in groups to create a rubric.

Public Speaking Rubric

Name: Date: Period: Score: /20

Categories	Exceeds the Standard	Meets the Standard	Progressing Toward the Standard	Improvement Needed

Name: Date: Period: Score: /20

Categories	Exceeds the Standard	Meets the Standard	Progressing Toward the Standard	Improvement Needed
Familiarity With Your Material				
Posture and Body Language Movement				
Filler Words				
Eye Contact	Looks up the entire time			
Volume and Tone				
Pacing				

Public Speaking Rubric

Name: Date: Period: Score: /20

Categories	Exceeds the Standard	Meets the Standard	Progressing Toward the Standard	Improvement Needed
Familiarity With Your Material	Knows all of	knows most of the material and		Not knowing your information and always referring back to your paper. No
Posture and Body Language Movement	No slouching.			
Filler Words	No filler words			
Eye Contact	Looks at the audience the entire time		Presenter begins to look at audience while moving away fro	Minimal eye contact, presenter looks up only once without making actual eye contact; looking at the back wall.
Volume and Tone	Loud for the			
Pacing				

Public Speaking Rubric

Name: Date: Period: Score: /20

Categories	Exceeds the Standard	Meets the Standard	Progressing Toward the Standard	Improvement Needed
Familiarity With Your Material	Knows all of the material very well and glances at paper rarely.	Knows most of the material and understands the topic pretty well		Not knowing their information and always referring back to their paper. No paraphrasing and can't answer questions that are asked. Doesn't understand their topic that they're presenting.
Posture and Body Language Movement	No slouching. No distracting body movements.	Straight posture but	Leans on podium majority of the time	
Filler Words	No filler words	Uses few filler words	6-9 filler words6-8 fille	10 or more filler words/majority of scentences uses filler words
Eye Contact	Looks at the audience the entire time. Never needs to refer back to their information. Scans the whole audience not just the back wall.	Looks down only a couple of times, and for only a couple of seconds each time. When looking up scans the whole audience.	Presenter begins to look at audience but does not scan the entire audience, favors one side and still tries to look at the back.	Minimal eye contact, presenter looks up only once without making actual eye contact; looking at the back wall.
Volume and Tone	Loud for the back of the room and everyone to hear Sounds like they are into their topic (not monotone)	loud for the middle not so much the back but they can hear the person just not to well They		Talks too soft and can not be heard in the back of the room Speaks with no emotion; sounds like they're reading a paper.
Pacing	Talk at a good pace the entire time	Talks at a decent speed and doesn't go too fast	Talking very fast or too slow for the audience to properly comprehend what is being said.	Either talks way too fast or way too slow; hard to understand the speaker

Name: Date: Period: Score: /20

Categories	Exceeds the Standard	Meets the Standard	Progressing Toward the Standard	Improvement Needed
Familiarity With Your Material	Knows all of the material very well and doesn't refer back paper. Answers questions thoroughly.	Knows most of the material and understands the topic well and refers back to their paper sometimes. Answers questions well, for the most part.	Knows some of the material, paraphrases a little, and often has to refer back to their paper. Struggles to answer most questions. Information is not specific and lacks some key details.	Not knowing their information and reading everything off their paper. No paraphrasing and can't answer questions that are asked. Doesn't understand their topic that they're presenting.
Posture and Body Language Movement		Straight posture, but uses the podium to move around or uses some hand movements. Uses some body language.	Leans on podium majority of the time and moves around for no reason. Doesn't have very straight posture and uses more hand movements. than nesa	Slouches (leans on podium). Uses distracting body movements. Does not stand still.
Filler Words	or lessNo filler words i think this might be li	Uses 1-5 filler words	Uses 6-9 filler words	Uses 10 or more filler words, or the majority of the sentences have filler words
Eye Contact	Looks at the audience almost the entire time. Only looks back to their information a few times during the presentation. Scans the whole audience not just the back wall. Doesn't focus on certain sides of the room.	Looks down only a couple of times, and for only a couple of seconds each time. When looking up scans the whole audience.	Presenter begins to look at audience but does not scan the entire audience, favors one side and still tries to look at the back.	No eye contact. looks down at the paper the entire time.
Volume and Tone	Loud enough for everyone to hear. Sounds like they are into their topic (not monotone). Has some expression/emotion while talking.	The back can hear the speaker and understand them for most of the speech, but at times the speaker can not be clearly understood from the back and tone changes	Tone may change but it follows a repeating pattern and back of the room can't understand what is being said most of the time.	Talks too soft and can not be heard in the back of the room. Speaks with no emotion; sounds like they're reading a paper.
Pacing	Talks at a good pace the entire time	Talks at a decent speed and doesn't go too fast or slow;	Talking very fast or too slow for the audience to properly comprehend what is being said.	Either talks way too fast or way too slow; talking at an inconsistent speed, hard to understand. The

Name: Date: Period: Score: /20

	Speech flows smoothly and evenly without interruptions.	speech flows smoothly with some pauses or restarts of the sentence.	Their speed is distracting.	speaker pauses frequently, and may also mumble.

Public Speaking Rubric

Name: Date: Period: 1 Score: /32

	Exceeds the Standard (4 points)	Meets the Standard (3 points)	Progressing Toward the Standard (2 points)	Improvement Needed (1 point)
Familiarity With Your Material (x2)	Knows all of the material very well and doesn't refer back to their paper frequently. Answers questions thoroughly.	Knows most of the material and understands the topic well and refers back to their paper sometimes. Answers questions well, for the most part.	Knows some of the material, paraphrases a little, and often has to refer back to their paper. Struggles to answer most questions. Information is not specific and lacks some key details.	Doesn't know their information and reads everything off of their paper. Doesn't paraphrase and can't answer questions that are asked. Doesn't understand their topic that they're presenting and didn't put effort/time into their presentation.
Posture and Body Language Movements	You have good posture throughout your speech. You don't lean from side to side, you don't slouch onto the podium or fidget with your hands.	Good posture, but uses the podium to move around or uses some hand movements. Uses some body language.	Leans on podium majority of the time and moves around for no reason. Doesn't have very straight posture and uses more hand movements than necessary.	Slouches (leans on podium). Uses distracting body movements. Does not stand still
Filler Words	Uses no filler words.	Uses 1-5 filler words.	Uses 6-9 filler words.	Uses 10 or more filler words, or the majority of the sentences have filler words.
Eye Contact (x2)	Looks at the audience almost the entire time. Only looks back to their information a few times during the presentation. Scans the whole audience not just the back wall. Doesn't focus on certain sides of the room.	Looks down only a couple of times, and for only a few seconds each time. When looking up scans the whole audience.	Presenter begins to look at audience but does not scan the entire audience, favors one side and still tries to look at the back. Presenter attempts to make direct eye contact with audience.	No eye contact. Looks down at the paper the entire time. Makes no actual eye contact with the audience.
Volume and Tone	Projects voice loud enough for everyone to hear	The back can hear the speaker and understand them for most of the speech, but at times the	Tone may change but it follows a repeating pattern or it isn't personal, and back of the room can't understand what is being said	Talks too soft and can not be heard in the back of the room. Speaks with no emotion; sounds like they're

	Sounds like they are into their topic (not monotone). Has some expression/emotion while talking.	speaker can not be clearly understood from the back and tone changes throughout the speech but is not completely personal.	most of the time. Speaks in a monotone voice.	reading a paper .
Pacing	Talks at a good pace the entire time Speech flows smoothly and evenly without interruptions.	Talks at a decent speed and doesn't go too fast or slow; speech flows smoothly with some pauses or restarts of the sentence.	Talking very fast or too slow for the audience to properly comprehend what is being said. Their speed is distracting.	Either talks way too fast or way too slow; talking at an inconsistent speed, hard to understand. The speaker pauses frequently, and may also mumble.

Each student was given a paper copy of the class rubric and used a Google Form to provide feedback to the presenters.

Public Speaking Rubric Period 4

After the presenter has finished please fill in the rubric

Your username (jleger@southingtonschools.org) will be recorded when you submit this form. Not jleger? Sign out
* Required

Your first name *

Your last name *

Please select the name of the speaker. *

*

	Exceeds the Standard	Meets the Standard	Progressing Toward the Standard	Improvement Needed
Familiarity With Your Material	○	○	○	○
Posture and Body Language and Movements	○	○	○	○
Filler Words	○	○	○	○
Eye Contact	○	○	○	○
Volume and Tone	○	○	○	○
Pacing	○	○	○	○
Organization	○	○	○	○
Purpose	○	○	○	○
Vocabulary	○	○	○	○

Please provide your classmate with one piece of feedback on what was done well. *

Please provide your classmate with one suggestion for how they could improve. *

☐ Send me a copy of my responses.

Submit

Never submit passwords through Google Forms.

**Familiarity With Your Material [null]**
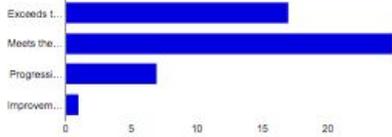
Exceeds the Standard	17	34%
Meets the Standard	25	50%
Progressing Toward the Standard	7	14%
Improvement Needed	1	2%

Posture and Body Language and Movements [null]
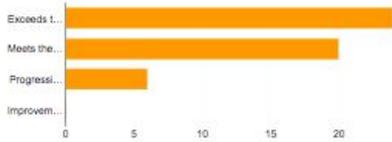
Exceeds the Standard	24	48%
Meets the Standard	20	40%
Progressing Toward the Standard	6	12%
Improvement Needed	0	0%

Filler Words [null]
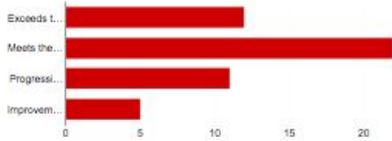
Exceeds the Standard	12	24%
Meets the Standard	22	44%
Progressing Toward the Standard	11	22%
Improvement Needed	5	10%

Eye Contact [null]
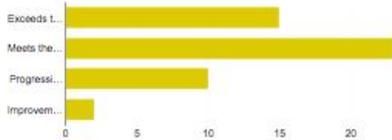
Exceeds the Standard	15	30%
Meets the Standard	23	46%
Progressing Toward the Standard	10	20%
Improvement Needed	2	4%

Volume and Tone [null]
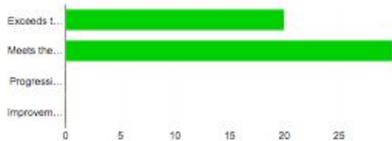
Exceeds the Standard	20	40%
Meets the Standard	30	60%
Progressing Toward the Standard	0	0%
Improvement Needed	0	0%

Google Forms allowed the class to look at aggregate data for all of the presenters.

Students used this information to evaluate the rubric they had created as well as their own skills as observers.

This information could also be used to set a focus area for the entire class.

Individual students also received feedback from the class based on the rubric that was created.

select the name o	[Familiarity With Your Ma	[Posture and Body Langu	[Filler Words]	[Eye Contact]	[Volume and Tone]	[Pacing]	[Organization]	[Purpose]	[Vocabulary]
Sarah	Meets the Standard	Meets the Standard	Progressing Toward the S	Meets the Standard	Meets the Standard	Exceeds the Standard	Meets the Standard	Meets the Standard	Meets the Standard
Sarah	Meets the Standard	Exceeds the Standard	Exceeds the Standard	Meets the Standard	Meets the Standard	Exceeds the Standard	Exceeds the Standard	Meets the Standard	Meets the Standard
Sarah	Meets the Standard	Exceeds the Standard	Progressing Toward the S	Progressing Toward the S	Exceeds the Standard	Meets the Standard	Exceeds the Standard	Exceeds the Standard	Exceeds the Standard
Sarah	Meets the Standard	Meets the Standard	Meets the Standard	Meets the Standard	Meets the Standard	Progressing Toward the S	Progressing Toward the S	Meets the Standard	Meets the Standard
Sarah	Meets the Standard	Progressing Toward the S	Exceeds the Standard	Exceeds the Standard	Meets the Standard	Meets the Standard	Meets the Standard	Exceeds the Standard	Meets the Standard
Sarah	Meets the Standard	Meets the Standard	Improvement Needed	Meets the Standard	Exceeds the Standard	Meets the Standard	Meets the Standard	Exceeds the Standard	Exceeds the Standard
Sarah	Meets the Standard	Meets the Standard	Progressing Toward the S	Exceeds the Standard	Meets the Standard	Meets the Standard	Meets the Standard	Meets the Standard	Progressing Toward the S
Sarah	Progressing Toward the S	Progressing Toward the S	Meets the Standard	Meets the Standard	Meets the Standard	Progressing Toward the S	Progressing Toward the S	Progressing Toward the S	Progressing Toward the S
Sarah	Meets the Standard	Exceeds the Standard	Progressing Toward the S	Exceeds the Standard	Exceeds the Standard	Exceeds the Standard	Exceeds the Standard	Meets the Standard	Meets the Standard
Sarah	Meets the Standard	Exceeds the Standard	Exceeds the Standard	Meets the Standard	Meets the Standard	Exceeds the Standard	Exceeds the Standard	Meets the Standard	Meets the Standard
Sarah	Progressing Toward the S	Exceeds the Standard	Meets the Standard	Meets the Standard	Exceeds the Standard	Meets the Standard	Meets the Standard	Exceeds the Standard	Meets the Standard
Sarah	Exceeds the Standard	Progressing Toward the S	Progressing Toward the S	Exceeds the Standard	Meets the Standard	Exceeds the Standard	Exceeds the Standard	Exceeds the Standard	Meets the Standard
Sarah	Improvement Needed	Meets the Standard	Progressing Toward the S	Meets the Standard	Meets the Standard	Meets the Standard	Progressing Toward the S	Improvement Needed	Progressing Toward the S
Sarah	Meets the Standard	Exceeds the Standard	Improvement Needed	Exceeds the Standard	Exceeds the Standard	Exceeds the Standard	Exceeds the Standard	Exceeds the Standard	Meets the Standard
Sarah	Meets the Standard	Exceeds the Standard	Improvement Needed	Meets the Standard	Meets the Standard	Meets the Standard	Meets the Standard	Exceeds the Standard	Progressing Toward the S
Sarah	Meets the Standard	Meets the Standard	Improvement Needed	Progressing Toward the S	Exceeds the Standard	Exceeds the Standard	Exceeds the Standard	Exceeds the Standard	Progressing Toward the S
Sarah	Exceeds the Standard	Exceeds the Standard	Meets the Standard	Exceeds the Standard	Meets the Standard	Exceeds the Standard	Exceeds the Standard	Exceeds the Standard	Meets the Standard

Conversation Highlights

It was too easy to get exemplary.

If you get all "meets" the score is only a 71%.

We were too easy on each other when we were scoring.

The rubric needs to be harder.

Some categories need to be split.

We could watch some professional speakers to get a better idea of what exemplary should look like.

Additional Schoolwide Benefit of Conferencing...

In addition to providing actionable feedback to students, conferencing allows teachers to observe trends in student behavior.

Turn and Talk:

How do you provide meaningful, actionable feedback to students? Is there another component that would be appropriate to add?

0.90

Strategy #4: Using formative assessment

<u>Definition</u>: Students are given formative evaluations in order to better inform the teacher's instruction. Formative evaluations can provide evidence of what is going well and not so well in classroom instruction, and directly leads to excellence in teaching. Hattie identifies this strategy as one that has a .90 effect size.

Examples of Formative Assessment…

…In a Civics Class (Tier 1)

1. Prior to constructing their own public speaking rubric, students responded to the prompt: "What is the purpose of a rubric?"
2. Deconstruct the President's speech. Highlight his thesis, claims, evidence, and counterclaims.
   Once students are capable of identifying these elements, they move into the more cognitively demanding work of critiquing their effectiveness.

...In a Reading Class
Targeting Inferencing (Tier 2)

1. Based on the character's actions in today's reading, what thoughts may have been going through your character's mind?
2. What impact does setting have upon plot?
3. Consider what motivates one of your characters. Then consider how those motives intersect with the motives of another character. Draw a diagram demonstrating the relationships between multiple characters, as well as what motivates them.

Words Their Way Spelling Assessment

The teacher administered a spelling inventory--a list of spelling words organized into "spelling stages" that teachers can explicitly teach to. Although it is not provided, this assessment does come with a scoring guide. For our purposes today, can you quickly look at the 2 student samples and identify some "teaching moves" appropriate for each child? Are there implications for teaching that you can identify by conducting just a "quick look" at the student samples? What instruction would you expect to see in this teacher's classroom for each individual child based on this assessment? What is your evidence?

~~Stu~~ Switch	emfesi͟ge
~~smeg~~ Smug (circled)	opposition
trapped	~~clorine~~ clorine
scrap	camostion
knotted	medicinal
shaving	irrespon$ible
squirt	sicksestion
pounce	
scraches	
crater	
sailor	
village	
disloyal	
tunnel	
humor	
confidence	
fortunet	
visable	
circumferince	
civilization	
monarchy	
dominence	
corispond	
illeterate	

1. switch
2. smudge
3. trapped
4. scrape
5. knotted
6. shaving
7. squirt
8. pounce
9. scratches
10. crater
11. sailor
12. village
13. disloyal
14. tunnel
15. humor
16. confidence
17. fortunate
18. ~~visable~~ visible
19. ~~circumfrence~~ circumference
20. civilization
21. monarchy
22. dominance
23. correspond
24. illiterate
25. emphasize

opposition
chlorine
commotion
~~mediseral~~ medicine
irresponsible
succession

1. Switch
2. Smudge
3. trapped
4. (Scrap) scrape
5. Knotted
6 Shaving
7 Squirt
8. pounce
9. (Scratchs) scratches
10. (Crator) crater
11 Sailor
12. Village
13. disloyal
14. funnel
15. humor
16. confidence
17. (four fun ite) for tunate

Informal Running Records

The following 3 examples are running records--assessments in which the teacher listens to the student read aloud and records all of his/her behaviors while reading. The teacher walks away with an accuracy percentage, a rate of reading (how many correct words per minute the child read), a fluency score, and anecdotal data. What implications for teaching can you identify by conducting just a "quick look" at the student samples? What instruction would you expect to see in this teacher's classroom for each individual child? What is your evidence?

The Most Beautiful

Of the gods of ancient Greece, Apollo was the most beautiful. His hair was brilliant gold; his eyes were stormy blue. He wore a flowing tunic of golden panther skin, carried a quiver of golden arrows, and used a golden bow. His chariot was beaten gold; his horse was white with a platinum mane and flame-colored eyes. Apollo was always the god of the sun, but later he became patron of music, poetry, mathematics, and medicine. As an adult, Apollo was known for his unparalleled wisd but in his youth he was known for his barbarous exploits. Several times he was almost expelled from the company of the gods by Zeus, whom he angered with his youthful folly. (1 min)

One objectionable folly was Apollo's treatment of a satyr named Marsyas. Marsyas was an excellent musician; Apollo considered this his talent and would allow no rivalry. Hearing Marsyas praised continually, Apollo invited him to a musical contest. The winner was to choose a penalty t which the loser would have to submit, and the Muses were their judges. Marsyas played his me- dious flute, and Apollo played his lyre. They played so exquisitely that the Muses could not cho tween them, so Apollo suggested that they play their instruments upside down and sing simul- neously. Apollo turned his lyre upside down, played, and chanted a beautiful poem. Because M as could not play his flute upside down and sing at the same time, the despondent satyr was clared the loser. Consequently, Apollo collected the prize.

(2:53) ||| eupn

Word Recognition Scoring Guide

As recent immigrants to the United States, my family and I ~~have~~ | 11
ided to take a trip to see the Statue of Liberty. ~~This~~ *the* symbol of | 25
dom and strength was something we had read about for | 35 *its*
ny years. We wanted to experience it firsthand. Waiting for the | 46
y to take us to Liberty Island was a wonderful opportunity for | 58 *the*
ople watching." We ~~were~~ *are* not alone in our interest to see this | 70
lmark. All types of people from all corners of the world were | 82
hed together on the dock.   ~~extra~~ | 87
he trip to the island was both exhilarating and fascinating. | 97
smells of sea and city blended together in the wind, which | 109
med to blow a feeling of history and vitality. The statue herself | 121
an awesome sight to behold. Standing at her feet, I found it \ | 134
cult to comprehend the masses of people who had stood | 144
e before me. | 147
We had hoped to walk up to the statue's crown. However, this | 159
not to be. It was once possible to climb the stairs or take an | 174
ator to the top of the statue. However, recent renovations | 184
g with security concerns now prohibit going beyond the | 193
ue's base. Instead, my family and I stood outside at the | 204
om of Lady Liberty, looking up. We marveled at how high the | 216
of the statue appeared from below. We also spent some time | 228
he grounds viewing the magnificent skyline of New York City. It | 240
our breath away. | 244
Visiting this symbol of freedom was an experience I will never | 255
et. It is easy to see why the Statue of Liberty is one of the most | 271
ortant symbols of freedom and democracy in the world. | 280

Word Count – 280

Scoring

handwritten annotations:
x diff w/name 'Marsy'
— 100 cwpm
— 97% accurate
— Diff n/ focus
— Difficulty w/ unfam. name
Lost place

The Most Beautiful

Of the gods of ancient Greece, Apollo was the most beautiful. His hair was brilliant gold; his eyes were stormy blue. He wore a flowing tunic of golden panther skin, carried a quiver of golden arrows, and used a golden bow. His chariot was beaten gold; his horse was white with a platinum mane and flame-colored eyes. Apollo was always the god of the sun, but later he became patron of music, poetry, mathematics, and medicine. As an adult, Apollo was known for his unparalleled wisdom, but in his youth he was known for his barbarous exploits. Several times he was almost expelled from the company of the gods by Zeus, whom he angered with his youthful folly.

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Turn and Talk:

What are some examples of effective formative assessment you have used in your classroom? How have you used these assessments to drive your instruction?

Thoughts, Questions, Comments?

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